



Spring BEDS Training

Host: Marlene Dorenkamp
or
Mike Baethke

Division of Communication
&
Information Services

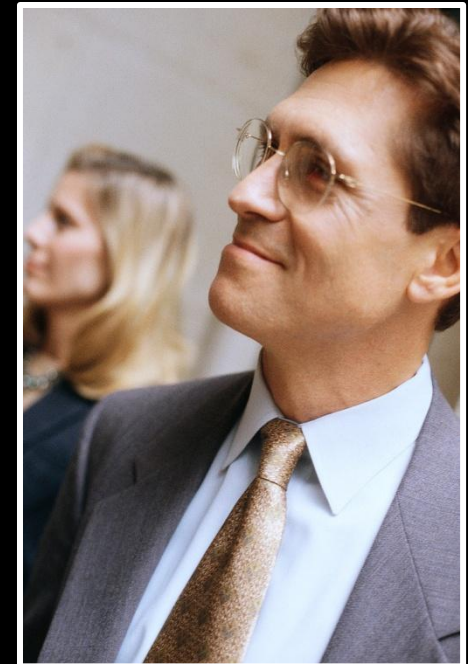
Iowa Department of Education

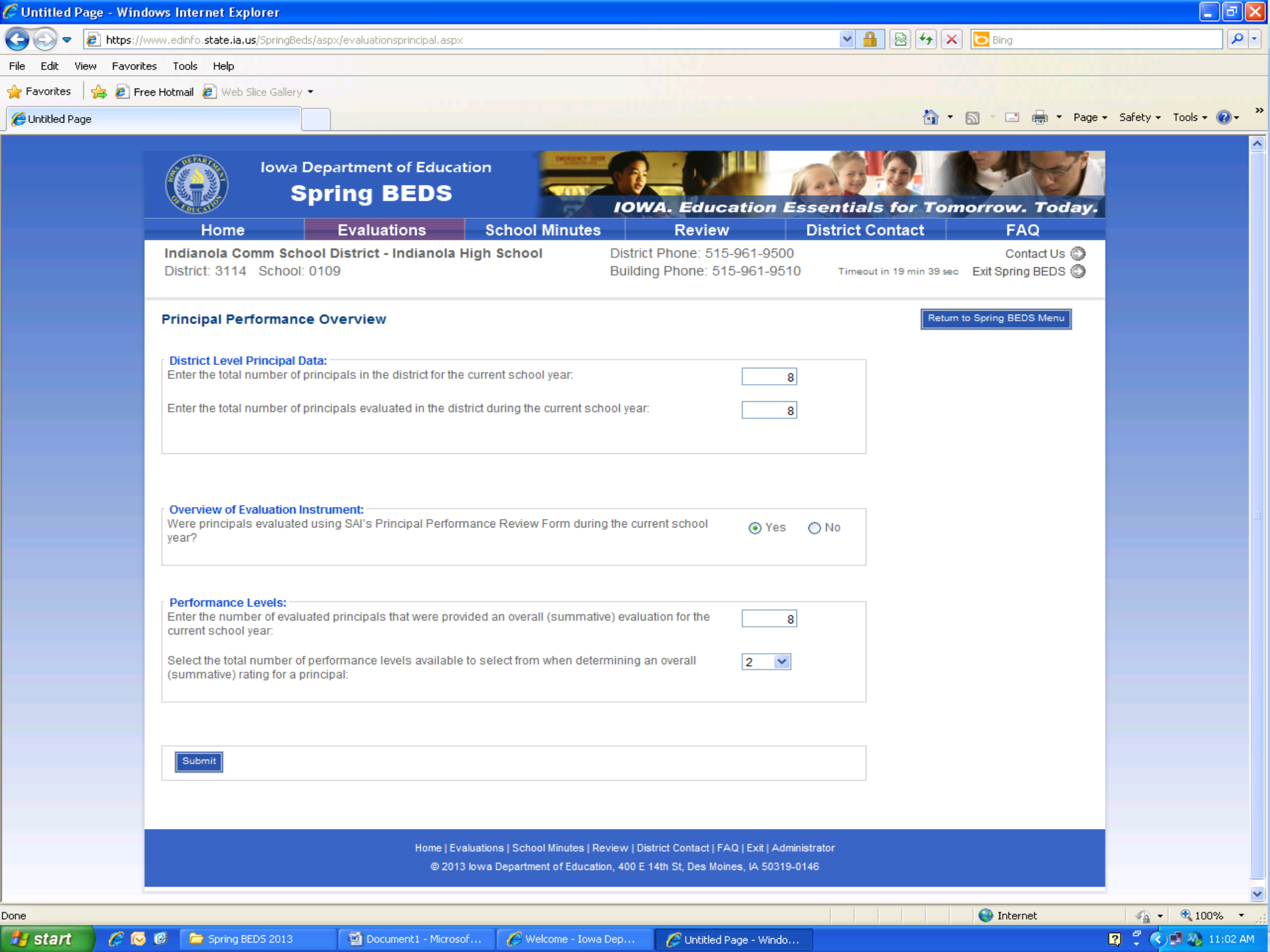


Opening
May 06, 2013



Principal's Evaluation





Principal Performance Overview

Principal Performance Overview

District Level Principal Data:

Enter the total number of principals in the district for the current school year:

8

Enter the number of principals in the district for the current school year.



**Only count
building-
level
principals.**

Principal Performance Overview

Principal Performance Overview

District Level Principal Data:

Enter the total number of principals in the district for the current school year:

8

Enter the total number of principals evaluated in the district during the current school year:

8

Enter the number of principals who were given a performance evaluation during the current school year.



**Standards for
School Leaders**



Principal Performance Overview

Principal Performance Review: A Systems Approach

Introduction

The process of coaching a principal is a very important tool in the entire improvement effort of a school district. It defines expectations, enhances communication, prioritizes district goals and encourages supervisors to focus their attention on the principal's role in improving achievement for all students.

Principal evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the principal and his/her supervisor can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adopted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that principals be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The

minimum requirement of Iowa law is that individuals new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial comprehensive/summative evaluation, the law requires an annual formative assessment based on the principal's Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards, meeting of district expectations drawn from the district's CSIP and building improvement plan, Individual Professional Development Plan attainment and other supporting documentation.

Overview of Evaluation Instrument

Overview of Evaluation Instrument:

Were principals evaluated using SAI's Principal Performance Review Form during the current school year?

☒ = Yes

Overview of Evaluation Instrument:

Were principals evaluated using SAI's Principal Performance Review forms during the current school year?



If **“yes,”**
select
and move
on!



Overview of Evaluation Instrument

Overview of Evaluation Instrument: _____

Were principals evaluated using SAI's Principal Performance Review Form during the current school year? ☐ Yes ☒ = No

Overview of Evaluation Instrument: _____

Provide a brief overview of instrument used.

Were principals evaluated using SAI's Principal Performance Review forms during the current school year?



**If “no”
select
and
provide
overview.**



Overview of Evaluation Instrument

Overview of Evaluation Instrument: _____

Were principals evaluated using SAI's Principal Performance Review Form during the current school year? ☐ Yes ☒ = No

Overview of Evaluation Instrument: _____

Describe modifications made to SAI forms.

If the SAI's Principal's Performance Review form were used in a modified version, select no and describe the modifications.



**Select
“no” and
describe.**



District Level Principal Data

Performance Levels:

Enter the number of evaluated principals that were provided an overall (summative) evaluation for the current school year.

4

Enter the number of evaluated principals that were provided and overall (summative) evaluation.



How many principals received a summative evaluation?



Principal



Evaluation Forms

The logo for SAI (Statewide Assessment Initiative) is displayed in a blue, stylized font on a white background. The letters 'sai' are lowercase and connected.

Principal Performance Standards and Criteria

Part I - Job Responsibilities

Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors. The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

| Descriptors | Examples of Evidence/Artifacts |
|---|--|
| <ul style="list-style-type: none"> ■ Participates in planning process to establish measurable goals with all stakeholders. | <ul style="list-style-type: none"> ▪ Copy of School Improvement Plan, Building Improvement Plans/grade-level goals ▪ Building-level Development Plan |
| <ul style="list-style-type: none"> ■ Collects a variety of types of data in student learning to guide goal development. | <ul style="list-style-type: none"> ▪ Staff meeting agenda (addressing vision/mission) ▪ Building-wide discipline plans/academic guidelines ▪ Establishing and maintaining student organization in support of student learning (agendas and minutes) |
| <ul style="list-style-type: none"> ■ Uses an established process to collaboratively analyze and interpret data. | <ul style="list-style-type: none"> ▪ School student data/profiles to identify goals and address actual needs |
| <ul style="list-style-type: none"> ■ Ensures that a comprehensive planning process is in place and followed. | <ul style="list-style-type: none"> ▪ Department meeting agendas (grade-level meetings, team meetings) ▪ "State of the School" report from principal quarterly ▪ Mission/vision statement posters everywhere/schools/businesses ▪ Partners in Education programs ▪ Agendas from data analysis/PD sessions ▪ Data compiled for staff ▪ Notes from SIAC meetings and agendas ▪ Board presentations ▪ Parent meeting agendas ▪ Communicating with local community/service organization about vision for learning ▪ Advisory committee meetings – agendas and minutes ▪ End-of-Year Board Report (review of programs) |

Principal Performance Standards & Criteria

SAI Model

Example # 1

11. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

Descriptors

- Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
- Responds to stakeholder questions and/or concerns with information.

Examples of Evidence/Artifacts

- School newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- "State of the School" report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents (list of dates)
- Web articles
- Blog submission
- Podcasts
- Board presentations
- Parent meeting agendas
- Communication with local community/service organization about school for learning
- Advisory committee meetings – agendas and minutes
- End of Year/End Report (review of programs)

| | |
|---|---|
| <p>Evidence:</p> | <p>Summary Rating</p> <p><input type="radio"/> Meets Standard</p> <p><input type="radio"/> Doesn't Meet Standard</p> |
| <p>Reflection:</p> | |

Evaluation Form
 Standard 1a. - 1f.

Principal Performance Standards & Criteria

SAI Model

Example # 1

Overall Summary

Part II – Overall Summary (Mark one in each row)

| Job Responsibilities | Meets Standard | Does Not Meet Standard |
|----------------------|-----------------------|------------------------|
| Standard 1 | <input type="radio"/> | <input type="radio"/> |
| Standard 2 | <input type="radio"/> | <input type="radio"/> |
| Standard 3 | <input type="radio"/> | <input type="radio"/> |
| Standard 4 | <input type="radio"/> | <input type="radio"/> |
| Standard 5 | <input type="radio"/> | <input type="radio"/> |
| Standard 6 | <input type="radio"/> | <input type="radio"/> |

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Continuous Improvement Recommendation (mark one)

Professional Growth Plan ☐

Remediation Target(s) ☐

Principal's Signature: _____ Date: _____

Evaluation Period: 20____ to 20____

Superintendent/Designee Signature: _____ Date: _____

Principal Performance Standards & Criteria

SAI Model

Example # 1

Administrator is meeting the expectations of all six Iowa Administrative Standards

Code No. 303.6E1

mmative____

Standards for School Leaders

| Standard | Meets | Does Not Meet |
|--|-------|---------------|
| 1. VISION --Promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | | |
| 2. SCHOOL CULTURE FOR LEARNING -- Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. | | |
| 3. SCHOOL MANAGEMENT --Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment. | | |
| 4. WORKING WITH PARENTS & COMMUNITY --Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. | | |
| 5. ETHICS/INTEGRITY --Promotes the success of all students by acting with integrity, fairness, and in an ethical manner. | | |
| 6. GREATER POLITICAL & SOCIAL CONTEXT --Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | | |

Comments and reflections with reference to State Standards as evidenced by the portfolio, observations and Personal/Professional Development Plan.

Administrator is meeting the expectations of all six Iowa Administrator Standards
 Administrator's Personal/Professional Development Plan has been reviewed

Yes ____ No ____
 Yes ____ No ____

Evaluator Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

The signature does not indicate that the administrator agrees with the content of the review, only that s/he has received a copy.

Principal Leadership Performance Standards & Criteria

Example # 2

Overall (Summative Evaluation)

Evaluated – Two Levels

Administrator's Professional Development Plan has been reviewed.

Code No. 303.6E1

mmative____

Standards for School Leaders

| Standard | Meets | Does Not Meet |
|--|-------|---------------|
| 1. VISION --Promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | | |
| 2. SCHOOL CULTURE FOR LEARNING -- Promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. | | |
| 3. SCHOOL MANAGEMENT --Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment. | | |
| 4. WORKING WITH PARENTS & COMMUNITY --Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. | | |
| 5. ETHICS/INTEGRITY --Promotes the success of all students by acting with integrity, fairness, and in an ethical manner. | | |
| 6. GREATER POLITICAL & SOCIAL CONTEXT --Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | | |

Comments and reflections with reference to State Standards as evidenced by the portfolio, observations and Personal/Professional Development Plan.

Administrator is meeting the expectations of all six Iowa Administrator Standards
 Administrator's Personal/Professional Development Plan has been reviewed

Yes ____ No ____
 Yes ____ No ____

Evaluator Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

The signature does not indicate that the administrator agrees with the content of the review, only that s/he has received a copy.

Principal Performance Standards & Criteria

Modified Example # 2

Iowa Individual Administrator Professional Development Plan

to be developed collaboratively by administrator and supervisor

Name: _____ School: _____ District: _____ AEA: _____

District or Building Focus

STEP 1 General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data to show need for focusing leadership in this area.

STEP 2 Specific School or District Goal (for above general goal area)

STEP 3 Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related
ISSL

Indicators of Progress
(Document the effects of chosen indicators.)

Start &
End Dates

Review
Date(s)

Items discussed during
review

as

STEP 4 Learning Goals (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

ed during

*Administrators

STEP 5 Supports for Plan Implementation (mark all that apply and describe)

Supervisor/Board: ☐

AEA/Regional: ☐

Peer: ☐

Other: ☐

Administrator Signature/Date _____ Supervisor Signature/Date _____

Individual Administrator Professional Development Plan

Example # 3

Evaluated ??– Not Rated

District Performance Levels

Performance Levels:

Enter the number of evaluated principals that were provided an overall (summative) evaluation for the current school year:

4

Select the total number of performance levels available to select from when determining an overall (summative) rating for a principal:

2
--
2
3
4
5
6

Identify the number of performance levels available to select from when determining an overall (summative) rating for a principal.



Example of Two Levels:

1. Does not meet
2. Meets

Example of Three Levels:

1. Does not meet
2. Progressing
3. Meets

District Level Principal Data

| Rating | Performance Level Name | Number of Principals with Rating | Acceptable Performance | Warning |
|-----------------------------|------------------------|----------------------------------|---|---------|
| Level 1 (Lowest) | <input type="text"/> | <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | |
| Level 2 (Highest) | <input type="text"/> | <input type="text"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | |
| Totals | | 0 | Number of rated principals must total 4. | |
| Evaluated/No overall rating | | 0 | | |

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Identify the performance level by name starting with the lowest level.



Example of Two Levels:

- 1. Does not meet**
- 2. Meets**

Identify the Number of Principals at each level.

Does not meet = 0
Meets = 4

District Level Principal Data

| Rating | Performance Level Name | Number of Principals with Rating | Acceptable Performance | Warning |
|-----------------------------|------------------------|----------------------------------|---|---------|
| Level 1 (Lowest) | <input type="text"/> | <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | |
| Level 2 (Highest) | <input type="text"/> | <input type="text"/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | |
| Totals | | 0 | Number of rated principals must total 4. | |
| Evaluated/No overall rating | | 0 | | |

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Acknowledge whether each level is either acceptable or unacceptable based on district expectations.



Example of Two Levels:

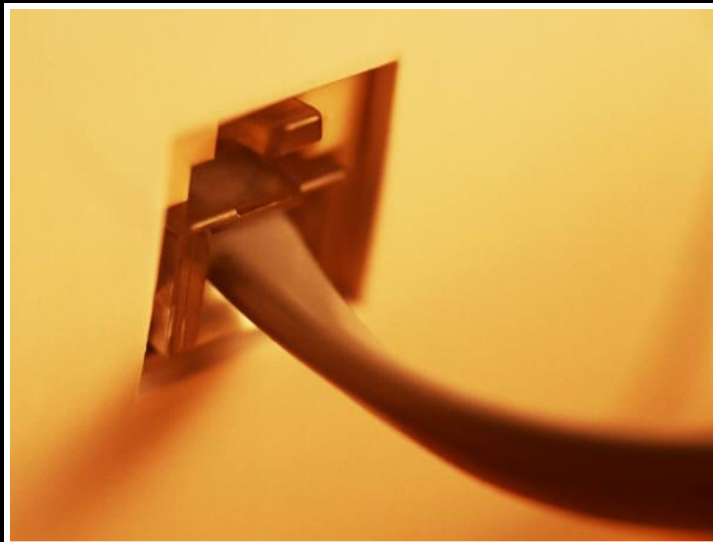
1. Does not meet
2. Meets

Acknowledgement
Yes or No



Certify By
June 14, 2013



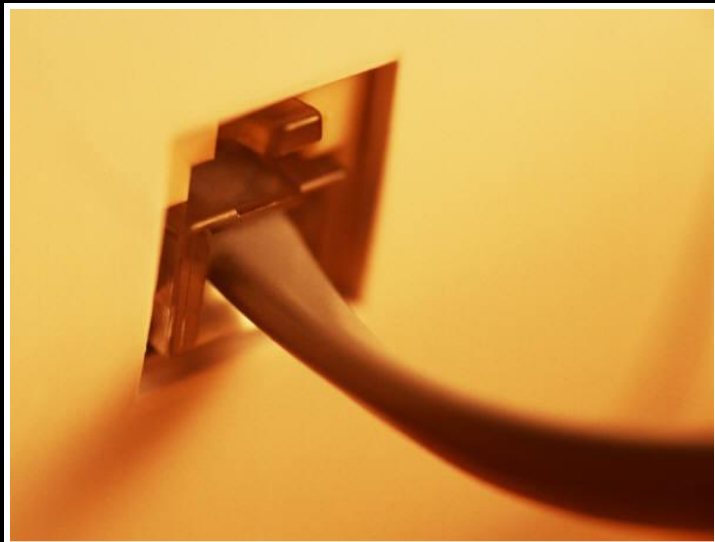


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**Spring BEDS
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THANK YOU

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